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ABSTRACT

A national survey addressed Section 123 of the Job Training Partnership Act (JTPA). (The section provides 80 percent of the 8 percent set-aside for services to eligible participants and 20 percent for administrative coordination and technical assistance.) In fall 1985, the survey was mailed to JTPA state education agency (SEA) personnel in each state. Thirty responded, and a telephone follow-up obtained responses from the others. The survey indicated that states interpret the law differently. Forty states administered the majority of the JTPA 8 percent set-aside to an SEA; 10 states administered the funds to a noneducational agency. States allocated the 80 percent by formula, Request for Proposal, or both. States identified the following as final institutional recipients of 8 percent funds: LEAs, service delivery areas, state agencies, prisons, community colleges, vocational institutions, business and industry, nonprofit agencies, junior colleges, and other public training agencies. Educational agencies' involvement in setting policies varied, with 6 states indicating strong involvement, 24 average, and 11 minimal or no involvement. Services provided through the set-aside funds ranged from administration and compliance monitoring to training programs and training related activities. Generally, the funds provided for services that would not be available otherwise. (An appendix includes each state's compiled responses to the survey questions.) (YLB)

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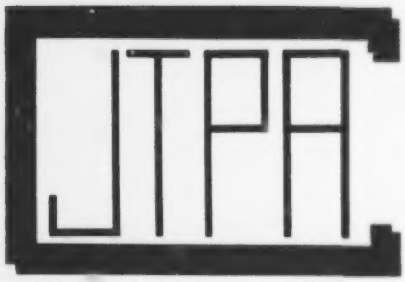

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Survey of the Job Training Partnership Act Eight Percent Set-Aside

Conducted for the

Southeastern State Education Agencies JTPA Consortium

April 1986

Southeastern Educational Improvement Laboratory
Research Triangle Park, NC

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National Survey of the JTPA Eight Percent Set-Aside

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The Southeastern State Education Agencies Job Training Partnership Act Consortium provides assistance to its members regarding JTPA eight percent regulations, programs, and practices. To aid the Consortium's understanding of the use of JTPA eight percent set-aside funds, the Consortium requested that its coordinating entity, the Southeastern Educational Improvement Laboratory (SEIL) that was formerly the Southeastern Regional Council for Educational Improvement, conduct a national survey. The survey addressed Section 123, which provides 80 percent of the eight percent set-aside for services to eligible participants and the 20 percent of the monies that may be used for administrative coordination and technical assistance.

In fall 1985, the survey questionnaire was mailed to JTPA state education agency personnel in each of the 50 states. Thirty states responded. A telephone follow-up obtained responses from the other states. Respondents were primarily SEA personnel who had responsibility for services provided by JTPA set-aside funds. In some instances, if the SEA representatives were unable to provide the information, they directed SEIL staff to another appropriate state-level JTPA representative.

The survey questionnaire explored three areas: dispersal and allocation of the eight percent funds, the state education agency's involvement in administration and policy, and services provided by the state education agency. (See box for survey questions.) Questions 1, 2, 3, and 5 pertain to dispersal and allocation; questions 4 and 7 to administration and policy; and questions 6, 8, and 9 to services. State-by-state responses are presented in the appendix.

Eight Percent Set-Aside Authorization

Section 123 of the Job Training Partnership Act sets aside eight percent of a state's total allocation to:

be used by the Governor to provide financial assistance to any State education agency responsible for education and training

(1) to provide services for eligible participants through cooperative agreements between such State education agency or agencies, administrative entities in service delivery areas in the State, and (where appropriate) local education agencies, and

(2) to facilitate coordination of education and training services for eligible participants through such cooperative agreements

Eighty percent of the eight percent set-aside goes directly to SDAs to provide services. Twenty percent of the monies may be used for administrative purposes.

Dispersal and Allocation

Responses to the question, *Which agency receives the eight percent funds in your state?*, indicated that in 40 states a state education agency (SEA) receives most of the set-aside funds—ranging from 70 to 100 percent, except Maine, which receives 20 percent. *Table 1* lists the 40 states. *Table 1a* shows that 15 of the 40 SEA states receive the funds through a vocational education agency (12) or a post-secondary agency (3). *Table 1b* shows the six states in which the JTPA eight percent set-aside is divided between two or more agencies.

Table 2 shows the ten states in which the eight percent funds are administered by noneducational agencies. Tables 1, 1a, and 1b show that in most states a state education agency has been designated to administer the JTPA set-aside funds.

Survey Questions

1. *Which agency receives the 8 percent funds in your state?*
2. *How does your state allocate the 80 percent of the 8 percent funds?*
3. *How does your state utilize the 20 percent funds?*
4. *Does your SEA administer all of the 20 percent funds?*
5. *Where do eight percent funds flow to in your state?*
6. *Describe the general role education is playing in the day-to-day operations of JTPA programs.*
7. *Describe the general role education is playing in the overall direction of setting employment and training policy under JTPA in your state.*
8. *To what extent do education agencies in the service delivery areas provide appropriate services?*
9. *To what extent are JTPA funds used for activities which would otherwise not be available in the absence of such funds?*

In response to Question 2, *How does your state allocate the 80 percent of the eight percent funds?*, answers varied. However, three responses appeared most prevalently: states allocate by formula, states allocate by RFP, and states allocate by formula and RFP.

Question 3, *How does your state utilize the 10 percent funds?*, also received varied responses. Nationally, the 20 percent funds are used for administrative positions, coordination, special projects, exemplary grants, technical assistance, statewide activities, JTPA offices, equipment, counselors, a Halfway House, an occupational information system, a youth initiative program, and research analysis. Responses may be traced to their respective states by referring to the appendix.

The last question related to dispersal and allocation was *Where do eight percent funds flow to in your state?* States identified LEAs, SDAs, CBOs, state agencies, prisons, community colleges, vocational institutions, business and industry, nonprofit agencies, junior colleges, and other public training agencies as final institutional recipients of eight percent funds.

In some instances, final recipients of funds (e.g., LEAs, community colleges, vocational institutions, business and industry) coincide with state agencies that disperse eight percent funds (Question 1). LEAs often receive funds dispersed by SEAs; community colleges often receive funds administered by a Department of Community Colleges. Likewise, vocational education agencies sometimes dispense funds to institutions created for vocational training. However, no consistent pattern prevails. The SEA in Arizona, for instance, manages all of the eight percent funds. It does not dispense them to LEAs exclusively; in fact, Arizona's eight percent funds are available to any agency that can provide training, including business and industry.

Table 1

A State Education Agency Receives Set-Aside In 40 States

Alabama	Minnesota
Alaska	Mississippi
Arkansas	Montana
Arizona	Nebraska
California	Nevada
Colorado	New York
Connecticut	North Carolina
Delaware	North Dakota
Florida	Ohio
Georgia	Oklahoma
Hawaii	Oregon
Idaho	Pennsylvania
Illinois	Tennessee
Indiana	Utah
Iowa	Vermont
Kansas	Virginia
Louisiana	Washington
Maine	West Virginia
Maryland	Wisconsin
Michigan	Wyoming

Administration and Policy

Contact persons in each of the states responded to two questions regarding the extent of the SEA's administration and policy making roles. In answer to Question 4, *Does your SEA administer all of the 20 percent funds?*, a pattern emerged. Answers are grouped below:

28 of 40 SEA states answered "yes"
3 of 40 SEA states answered "some"
8 of 40 SEA states answered "no"
1 of 40 SEA states did not respond
9 of 10 non-SEA states answered "no"
1 of 10 non-SEA states did not respond

Table 1a
Set-Aside through Vocational Education Agency or Post-Secondary Agency

Vocational Education Agency		Post-Secondary Agency
Arkansas	Ohio	Hawaii
Idaho	Oklahoma	Colorado
Indiana	Pennsylvania	Tennessee
Kansas	Utah	
Minnesota	Washington	
Nebraska	West Virginia	

Table 1b
JTPA Set-Aside Divided Between Several Agencies

State	Agencies
Alabama	40% Secondary, 40% Post-secondary, 20% Employment and Training
Illinois	75% SEA, 25% Community Colleges
Maine	80% Department of Labor, 20% SEA
Maryland	67.5% SEA, 22.5% Community Colleges
North Carolina	40% Community Colleges, 30% SEA, 30% Employment and Training
Wisconsin	47.5% Secondary, 47.5% Post-secondary

Table 2
States and Noneducational Agencies Administering the Eight Percent Funds

Kentucky	Department of Human Resources
Massachusetts	Executive Office of Economic Affairs
Missouri	Division of Manpower and Planning
New Hampshire	State Job Training Coordinating Council
New Jersey	Department of Labor
New Mexico	Employment Security Department
Rhode Island	Division of Job Development and Training
South Carolina	Division of Employment and Training
South Dakota	Governor's Office
Texas	Department of Community Affairs

The groupings above point out that most SEAs in SEA states (those that administer eight percent to SEAs) control the 20 percent administrative money. Most SEAs in non-SEA states (those that direct eight percent funds toward noneducational agencies) do not manage or administer 20 percent monies.

The second administration/policy question (Question 7) urged the contact to describe education's involvement in setting employment and training policies—policies which are debated and decided by the Governor-apppointed, state-level State Job Training Coordinating Council (SJTCC) and local Private Industry Councils (PICs). Due to various interpretations of the law, the survey responses resulted in a variety of answers. Where education has taken an aggressive stance, educators affect policy through their involvement on the SJTCC and on PICs—which set policy for the use of all JTPA funds in each service delivery area.

Where education may be involved to a greater or lesser extent in setting policy, several factors affect the degree of involvement. Certain personalities in education have stronger or weaker influence on PICs and SJTCC. Education officials may be present on or absent from influential subcommittees. And JTPA education officials may reflect a certain unmeasurable amount of subjectivity. They may be overly frustrated or overly pleased at their own degree of involvement.

With the above content in mind, answers from the states fall into one of five categories: 1) strong involvement in setting policy, 2) a significant degree of involvement, 3) average involvement, 4) minimal involvement, or 5) none or no involvement. (*Table 3* reports the states by these five categories.) In those states that administer set-aside funds to noneducational agencies, three reported average involvement; five minimal; and two no involvement in setting policy.

Services

Responses to Question 6 revealed that educators provide many types of services in the course of working with set-aside funds. Education provides administration, compliance monitoring, program improvement and development, training to Title II adults and in-school and summer youth, classroom training, vocational skill training, basic skills training, cooperation and support, training for the handicapped, services to the economically disadvantaged, tutoring, consulting, counseling, planning, and policy making to the JTPA structure.

Alongside these reports of significant involvement in set-aside programs, educators in six states—Colorado, Connecticut, Kentucky, Missouri, Rhode Island, and South Dakota—reported little or no day-to-day involvement in set aside tasks.

In Question 8, interviewees were asked to comment on the "appropriateness" of educational services provided. Several respondents deemed their services 100 percent appropriate; others claimed their programs to be "responsive." Other interviewees cited the tangible "appropriateness" of job placement. Several contacts mentioned specific services provided such as GED, ABE, and high-tech training, counseling, assessment, remediation, and trial employment, as indicative of "appropriate" services.

Answers to Question 9 varied slightly. It asked *To what extent are JTPA funds used for activities which would otherwise not be available in the absence of such funds?* Nearly every state reported that the absence of set-aside funds would eliminate or curtail vocational services. A few states mentioned that the absence of the set-aside would make it difficult or impossible to serve the hard-to-serve. Only Rhode Island felt that its services would continue in the absence of the set-aside.

Table 3
SEA Involvement in Setting Policy

Strong	Significant	Average
Florida	Alaska	Alabama
New York	Arkansas	Arizona
Oregon	Idaho	California
Oklahoma	North Dakota	Delaware
Tennessee	Pennsylvania	Georgia
Utah	Virginia	Illinois
		Louisiana
Minimal	**None**	Maryland
		Minnesota
Connecticut	MISSOURI	Montana
Hawaii	SOUTH DAKOTA	Nebraska
KENTUCKY		Nevada
Maine		NEW MEXICO
MASSACHUSETTS		NEW HAMPSHIRE
NEW JERSEY		North Carolina
RHODE ISLAND		Ohio
TEXAS		SOUTH CARO-LINA
Vermont		Washington
		West Virginia
		Wisconsin
		Wyoming

Note: *Colorado did not respond. States where a noneducational agency adminsters JTPA funds are indicated in all caps.*

Conclusions

The survey indicated that states interpret the law differently. Forty states administer the majority of the JTPA eight percent set-aside to a state education agency. Ten states administer the funds to a noneducational agency.

Educational agencies' involvement in setting policies varied, with six states indicating strong involvement, seven significant involvement, twenty-four average, and eleven reporting minimal or no involvement.

Services provided through the set-aside funds ranged from administration and compliance monitoring to training programs and training related activities. Generally the funds provided for services that would not be available otherwise.

Each state's compiled responses to the survey questions are included in the appendix which follows.

Appendix

	Which agency receives the 8% funds in your state?	How does your state allocate the 80% of the 8% funds?	How does your state utilize the 20% funds?	Does your SEA administer all of the 20% funds?	Where do 8% funds flow to in your state?
Alabama	40% Post-secondary; 40% Secondary; 20% Retained at state level	50% Post-secondary; 50% Secondary	Coordination positions; education administration	No	LEAs
Alaska	SEA-Department of Education	Formula allocation	JTPA coordinating office	Yes	LEAs
Arizona	100% to SEA	Competitive RFP	Administration; fund a Governor's Task Force	Yes	SDAs, LEAs, any agency that can provide training
Arkansas	Vocational and Technical Education Division	78% formula by SDA	Coordination activities	Some 95%	LEAs
California	SEA, through agreement with Employment Development Department	50% to SDAs; 30% to LEAs by RFP	11% Administration; 9% Special Projects	Yes	SDAs, LEAs, CBOs
Colorado	State Board of Community Colleges		All administration in Governor's Office	No	
Connecticut	SEA, through Department of Labor	RFP	SEA coordination positions	Yes	LEAs, Higher Education
Delaware	SEA	RFP	Administration in LEA, SEA, and Department of Labor	Some	LEAs, CBOs, Postsecondary
Florida	SEA	Formula allocation, same as 78%	SEA Administration. Facilitates coordination of exemplary grants and special economic department	Yes	LEAs
Georgia	SEA	To SDA through co-op agreements. Planning allocation only	Administration and coordination with SDAs/LEAs	Yes	LEAs, through RFP with SDA input
Hawaii	Community colleges	To LEA	Used by State to facilitate coordination and training	No	LEAs
Idaho	Division of Vocational Education	RFP	Administration; 2 staffers	Yes, but Vocational Education is separate from DOE	State agencies and 6 area schools
Illinois	SEA 75%; Community colleges 25%	Formula; RFP non-competitive neg.	SEA uses 75% of 20% for administration	No	LEAs, CCs, state agencies and CBOs
Indiana	State Board of Vocational and Technical Education	Formula distribution	Technical assistance, professional development	Yes	SDAs, LEAs, and other public training agencies
Iowa	SEA	Formula	Administration for in-service PIC; consultant	Yes	⅓ SDAs, ¼ prisons, rest to merged area schools
Kansas	SEA-Vocational Education Section	To SDAs; 5 regions	Administration, statewide activities	Yes	Mostly LEAs; SDAs
Kentucky	Department of Human Resources	RFP—no formula	N/A	No	SEA, Vocational Education, other training agencies

Describe the general role education is playing in the day-to-day operations of JTPA in your state.	**Describe the role education is playing in setting employment and training policy in your state.**	**To what extent do education agencies in the SDAs provide appropriate services?**	**To what extent are JTPA funds used for activities otherwise *not* available?**
Education manages 80% of the 8%	Representatives on SJTCC and on PICs	Decided by PICs	
Administration; monitor for compliance	50% representation on JTPA-Education Consortium	Contract with nonprofit regional centers	Programs would not continue without federal funds
Coordination with SDAs and technical assistance	Few members on SJTCC and on PICs	Actual skill training and job placement	Would not serve as many of the hard-to-serve
Training to Title II adults, in-school and summer youth	Educators serve on all PICs; representatives on SJTCC	Appropriate in most cases	Secondary and nonoccupation participants would not receive services
Coordination; program improvement and development	SJTCC representatives		Most would not have been funded
Little			
Minimal except 8% programs	Minimal; SJTCC provides noncritical role		Majority would cease; others would be reduced
Technical assistance	Educators on PIC, especially the proposal review committee	Counseling, referral service staffing assistance	On-the-job training experiences would not be available
Provides testing and assessment in 75% of SDAs; Employability skills training	On SJTCC and local PICs; provides large percentage of 2A training	Responsive to all needs	Basic and remedial education; occupational skills training
Staff assignments to each SDA	Education involved through representation on SJTCC	LEAs involved in training and services	Suport services and payment for training would not be available
Training	Representatives on SJTCC; assist only as program providers	Services to Title IIA participants	JTPA funds have provided greater flexibility in training
Classroom training	Involved on PICs and SJTCC	Ranges	Most would not continue
Greater role in delivery	Representatives on PICs and SJTCC	Counseling, training	Many handicapped and dropouts would not have services
Local in-school youth programming and vocational skill training	Two representatives on SJTCC and input to policy makers	Involved to a "great extent"	Indiana uses local resources. He would not speculate further
SDAs are merged area schools	Representatives on SJTCC and on PICs	Institutional skill training	Vocational programs in prisons have been expanded
LEAs provide assessment, employment training and basic skills training	Over 8% funds—yes	Education provides services to meet needed priorities	Problems in coordination between JTPA and Vocational Education funds
Very little	Purely advisory; representatives on committees	Little, run some programs; does not initiate	Would reduce class size

	Which agency receives the 8% funds in your state?	How does your state allocate the 80% of the 8% FUNDS?	How does your state utilize the 20% funds?	Does your SEA administer all of the 20% funds?	Where do 8% funds flow to in your state?
Louisiana	SEA	Formula by Department of Labor	Administration in Education and Department of Labor	No; Department of Labor—50%	LEAs
Maine	80% Department of Labor; 20% SEA	Allocated based on a formula	Support coordination, secretary, labor market information and research	Yes	Sec. and Post-secondary institutions and adult projects
Maryland	67.5% SEA; 22.5% Community colleges	N/A	N/A	No; 25% to Department of Administration	LEAs
Massachusetts	Executive Office of Economic Affairs	RFP—only SDAs are eligible	54.5% SEA staff; 45.5% JTPA salaries	No	To SDAs that subcontract for services
Michigan	SEA	Formula	Administration; grants at state and local level	Yes	SDAs, LEAs
Minnesota	State Board of Vocational and Technical Education	75% Formula; 25% RFP	Staff, in-service training and equipment	Yes	Area vocational institutes, community colleges, and CBOs
Mississippi	Governor's Office contracts to State Board	Develop proposals for LEA that can provide match	Administration 50%	Yes, but 50% goes back to Governor	LEAs
Missouri	Division of Manpower Planning	Customized training in the private sector	2 positions in Employment Security Commission	No	Business and Industry
Montana	SEA		9% Governor uses for administration; 91% SEA uses for training	No	LEAs
Nebraska	SEA—Vocational Education Division			Yes	LEAs and SDAs
Nevada	SEA	RFP	Administration	Yes	LEAs and public/private nonprofit agencies
New Hampshire	SJTCC	Formula allocation	Administration in SJTCC; training new administrators	No	2 SDAs; one is the SJTCC itself
New Jersey	Department of Labor	SDAs, higher education, SDE	SDAs	No	SDAs
New Mexico	Employment Security Department	Post-secondary institutions	Governor's Office	No	Post-secondary
New York	SEA	Formula to SDAs	Administration and grants for demonstration projects	Yes	80% to SDA, 20% to public/private agencies
North Carolina	30% SEA; 40% Community colleges; 30% Department of Employment and Training	75% SEA; 25% Community Colleges	Administration	No	LEAs and Community colleges
North Dakota	50% SEA; 41.5% Vocational Education; 8.5% Job Services	Matched with other federal and state funds	Vocational education salaries and counselors; Halfway House	No	LEAs and junior colleges
Ohio	SEA-Vocational and Career Education	80% SDAs; 20% State Institutions	Administration; coordination; projects that enhance linkage	Yes, but Board does the planning	SDAs, state institutions, public agencies

Describe the general role education is playing in the day-to-day operations of JTPA in your state.	**Describe the role education is playing in setting employment and training policy in your state.**	**To what extent do education agencies in the SDAs provide appropriate services?**	**To what extent are JTPA funds used for activities otherwise *not* available?**
Administer 8% and monitor training programs	Encourage Adult Education training	Considerable	Some
Develop, implement programs; classroom training	One nonvoting seat on SJTCC	Provide GED preparation and skill training	60% would not continue, 40% would be drastically reduced
Program provider	Superintendent of Schools is on SJTCC	N/A	Most, if not all would not continue
LEAs are service providers in some SDAs	Very minimal; some members on advisory committees	In most cases education is not a service provider	Dramatic increase in training for welfare recipients and refugees
Develop system for planning in 26 SDAs	Significant membership on key committees	Applications are reviewed for eligibility and quality	8% funds will serve at-risk groups not picked up by IIA funds
Coordinates services, provides training	Seats on advisory committees and one seat on SJTCC	Provide basic education, counseling and job placement	Funds increase enrollment in existing agencies
Cooperative, supporting role	Decisions made by Governor	Contract with SDAs for delivery	100%
Classroom training in 10 schools	None	Very small amount of classroom training	Customized training would be severely curtailed
Administers most of the limited educational activities	Representatives on PICs and SJTCC	Limited education activity; mostly on-the-job training	World of Work training program would not exist
Classroom training	PIC/SJTCC members; SEA personnel offer advice to JTPA office	Appropriate; ABE and GED training	Training opportunities for economically disadvantaged would cease
LEA-services	Advice to SJTCC and representatives on PICS	N/A	Yes—services would not be operated
Classroom training for the handicapped	Two seats on SJTCC	Money provides job skill training in the Family Independence Program	The FIP program would not continue
Classroom training	Limited representation on SJTCC	Higher education, provides high-tech classroom training	Programs would not continue
Classroom training	50% representation on committees that approve project funding	Post-secondary maintains comp. system for occupational information	Guidance Information System relies heavily on JTPA funds
Essential educational services to the economically disadvantaged	Strong involvement on SJTCC	Address local needs and state priorities	Affect out-of-school youth and adults in need of pre-vocational training
LEAs and community colleges are service providers	Representatives on SJTCC	Services comply with SDAs job training plans	"Important—state funds are not enough
Classroom training, tutoring and counseling	"Quite a bit" of representation on state and local committees	Programming is original and cooperative	JTPA fosters experimentation with new types of training
Planning, contracting, technical assistance	Representatives on SJTCC	LEAs provide assessment, remediation, skill-training, placement	Affect long-term skill training for adults

	Which agency receives the 8% funds in your state?	How does your state allocate the 80% of the 8% funds?	How does your state utilize the 20% funds?	Does your SEA administer all of the 20% funds?	Where do 8% funds flow to in your state?
Oklahoma	State Department of Vocational and Technical Education	3 skill centers, 5 inmate training centers	Administration—state and local	Yes	Public training agencies
Oregon	SEA	RFP	Statewide coordinators	Yes	SDAs and LEAs who are successful bidders
Pennsylvania	SEA—Bureau of Vocational Education	Contracts to SDAs	To pay 25 industry-education coordinators	Yes	SDAs; 25% public service agencies
Rhode Island	Department of Economic Development—Division of Job Development and Training	Formula allocation—same as Title II	Salaries in the state JTPA office	No	SDAs
South Carolina	Division of Employment and Training	25% Department of Corrections and State Board for Technical and Comp. Education; 55% Governor's remediation initiative	Administration in Employment and Training Division; coordination with SEA; staff in Technical and Comp. Education	No	LEAs and other public training agencies
South Dakota	Governor			Department of Labor	
Tennessee	State Board of Regents	Title IIA formula—modified during co-op agreements	Administration, planning, coordination, occupational information system; demonstration projects	Yes	Two-year colleges, then to LEAs
Texas	Department of Community Affairs	Title IIA formula distribution	Model projects, youth initiative program, coordination between JTPA and education	None	To SDAs which contract with LEAs
Utah	97% Office for Vocational Education; 3% Job Training and Economic Develop.	Matched with state economic development funds	97% salaries in OVE; 3% OJTED	OVE-Yes	LEAs coordinate training with new and expanding business
Vermont	SEA	Through the SDA which is the Department of Employment and Training	70% to SEA; 30% Department of Employment and Training for administration costs	No, only 70%	The SEA subgrants with LEAs
Virginia	SEA	Formula	Administration in SEA	Yes	SDAs, LEAs, CCs, and CBOs
Washington	Commission for Vocational Education	23% Offenders; 23% limited English; 24% special projects; 30% economic development	Research analysis, pilot projects, administration	Yes	SDAs, Department of Community Development, LEAs, and CBOs
West Virginia	SEA—Bureau of Vocational Education	RFP	4 regional people to coordinate services with Employment Security Office	Yes	To local boards of education, regional boards, community colleges, and vocational schools
Wisconsin	5% Governor's Office; 47.5% Secondary; 47.5 Post-secondary	Post-secondary—modified RFP; Secondary—RFP	Administration—state level		To secondary school systems or to post-secondary Vocational Education districts
Wyoming	SEA	Competitive grant proposals from LEAs	Primarily for salaries, one state coordinator	Yes	LEAs

Describe the general role education is playing in the day-to-day operations of JTPA in your state.	**Describe the role education is playing in setting employment and training policy in your state.**	**To what extent do education agencies in the SDAs provide appropriate services?**	**To what extent are JTPA funds used for activities otherwise *not* available?**
Significant role in utilizing funds to support vocational training	Leader in identifying and initiating programs	Excellent provider of training	Affect training in specialized areas
Consultants to PIC, joint planning, training provider	Heavy representation on Governor's council; active lobby with state legislature	Education provides approximately 90% of services	Services would not be available
Administration; running the adult literacy and Vocational Skills Training	The coming year will be more coordinated	Provide training	Without JTPA we would not reach 5,000 persons
Very little	One seat on SJTCC	One Adult Area Learning Center and the Community College of Rhode Island provide services	Most activities would be available
Administration, policy-making and classroom training	Limited representation on SJTCC/State PIC	Specific skill training; basic skills remediation; trial employment	No employment experience for in-school youth would continue; no special projects; technical schools would serve fewer
Little; administration and skill training	None		Affect skill training for exemplary youth and on-the-job training
50% of PICs selected 2-year colleges as administrative entity. LEAs are involved in youth programs	Representatives on SJTCC and on 13 of 14 PICs		No problems with unnecessary duplication
Provide technical assistance and instruction	Education advisory committees make recommendations to PICs	Specific skill training and basic training	Serves a population of the disadvantaged that could not be served without
Coordinate and provide classroom training	Strong leadership in encouraging economic development	Results of employment are tangible	Absence of JTPA funds would cut down services
Administer all education projects through subgrant agreement with Department of Employment and Training	Only one member on one PIC	100% appropriate services	"100%" means monies provide services previously unavailable
Education is becoming more involved in meeting certain needs	Conducting a study for the prevention of drop-outs	Offer a wide range of services	Total service skill centers would not operate
Successful bidders operate education and training programs	Limited number of representatives on SJTCC and PICs; Education not a major influence	Limited services because LEAs have not been competitive bidders	Funds increased the number of generating services
Teacher training and drop-out prevention program	Seat on SJTCC and on PICs; Bureau of Vocational Education is a leader overall	Mostly skill training; drop-out prevention includes counseling	The programs would not go on
All secondary and post-secondary institutions deliver services	Representatives on SJTCC; one is a "key policy maker"; representatives on PICs	SDAs "seem satisfied with services provided by education agencies"	PICS are reluctant to fund high-risk projects
Monitor for compliance; provide technical assistance; and report to Department of Manpower and Planning	SEA makes recommendations to PIC	100% appropriate skill training	None of the programs would operate without federal funds

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